JANUARY
1960

50 cents

Food for Thought

published by CANADIAN ASSOCIATION FOR ADULT EDUCATION

volume 20, NUMBER FOUR

month JANUARY

published MONTHLY FROM OCTOBER TO MAY

by THE CANADIAN ASSOCIATION FOR ADULT EDUCATION

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mailing This publication authorized by the Post Office, Ottawa, as second class matter Indexed in Canadian Periodical Index.

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OPINION

WHAT'S AHEAD?

Looking ahead to the coming year, we in Canadian adult education (if we can judge on the basis of our professional preoccupations in 1959) are still in a sober mood of searching and sifting. The current pressure on this magazine to pay more attention to techniques and methods is one indication of our uncertainty; for if we were really sure of ourselves as adult educators, if we had recognized standards of professional competence and a known clientele, we might not be so constantly concerned with the aforesaid skills. Moreover, we cannot be intelligent about method before there is consensus on *what* we are to teach and to *whom*.

Teachers in university extension credit courses are among the favoured few in adult education. There the lines are clear, once there has been a decision about content. A specific body of knowledge is to be taught to students who must produce work which meets impartial, institutionally set standards. Whether the adult educator is part-time or not, whether he is attuned to the 'learning needs' of adults, while by no means unimportant factors, are secondary to the defined task. Outside this limited segment, the field is almost wide-open to any person who can persuade a group to gather around him. The prospect of reducing this wilderness to some semblance of cultivated order is one 'challenge' which most of us prefer to ignore. Yet if we are to justify even the present expenditure of time and money on this major sector of our work, there we must turn our attention — and 1960 is none too soon to start.

We might begin by restraining our impatience when members of the public whom we approach for money are impatient with *us* because we cannot tell them what adult education is and does — for the very good reason that we ourselves do not know! (One interesting straw in the current wind is that artists are no longer airily condemning the unenlightened who persistently ask what a picture *means* — witness Joseph Plaskett in two recent numbers of *Canadian Art*). We were collectively annoyed as a profession when our section of the last Canadian Conference on Education was labelled 'Education for Leisure'. But if we cannot demonstrate tangible results or give concise explanations, can we hope for anything better?

Perhaps it is our own confusion that is responsible for public apathy

or misunderstanding. Clear distinctions are called for, particularly in continuing education, between *amusing*, *moralizing*, and *instructing*. This, of course, is not to deny one of our outstanding claims; that education *can* be intriguing, if not always amusing. But to instruct through the medium of entertainment demands a genius that most educators do not possess. Molière was very good at this, as well as Shakespeare. Molière, naturally, *knew* nothing whatever about Freudian theories – or the seventeenth century equivalent – when he created 'Le Malade Imaginaire'; but while we still laugh – and ridicule can be even more devastating than fear, rage, grief or guilt – we are under no illusions as to the tragic human consequences of the invalid's tyrannical, infant behaviour. Can any of our credit or non-credit courses in psychology or human relations make this point so well?

Or when we organize a painting group, do we make it our most important aim to demonstrate the gulf that separates a professional painter from an amateur? The course cannot claim to be 'adult education' unless it does emphasize this gap. It is all very well to encourage people to express themselves through art, 'just for the fun of it'. But if the amateurs do not learn, through their own hard work, through their own fallings-short, what is involved in the creation of a great painting, then there is no education. If, in the end, they cannot distinguish between the great and the real and the many shoddy imitations of it, then they have *learned* precisely nothing about art, no matter how many bright, self-expressive, amusing splashes result.

When we launch into 'human relations' courses, do we understand the responsibility we assume in this sensitive area? For implicitly or explicitly, we are teaching people how they should act in relation to other human beings. Do we tell our students how *we* have arrived at these values? How they resemble or differ from values held to be pre-eminent in the tradition of our own culture? How much – or how little – is known about them by psychiatry and the social sciences? Jacques Barzun has succinctly stressed the pitfalls of this kind of education for the public schools; but his words are equally pertinent for continuing education.

'We see here the final inversion of purpose of the self-conscious curriculum. It assumes in each pupil the supremely gifted mind, which must not be tampered with, and the defective personality, which the school must remodel . . . This is the wickedness of the philanthropists, that they invoke the force of the group, on top of their own, to achieve something that no one has given them license to attempt. One may say that their tampering with the child's personality is saved from guilt because their goal remains vague and their efforts largely unsuccessful. But imagine an explicit program, political or religious, and a corps of teachers more than gushingly dedicated

to it, and you would have an irresistible machine for warping both mind and character . . .

'. . . The historic position of liberalism is in fact one with which they have no sympathy, for it is intellectual. It gives freedom of opinion — subject to keeping the peace — and thereby licenses, not playing with souls, but playing with ideas — debate and contradiction, the very opposite of that moralistic putting into Coventry which is the regular tactics of the educationist against criticism or heresy. The contrast was restated not long ago by a teacher of philosophy, in words so happily uncommon as to be unmistakable:

"Our concern as a profession is with the liquidation of ignorance . . .If, as pedagogue, I allow myself to become professionally involved in the fact that persons are diseasable, or capable of bad will, or mortal, I am . . . soon beyond my depth. My business is with the liquidation of ignorance, not the liquidation of those other matters. I have an interest in them, to be sure; but this interest does not define me professionally."' *

Then we could ponder whether 'human relations' might not be taught in ways other than those fast becoming stereotypes in our profession. Might not a study of C. P. Snow's novels teach a business man more about the intricate personal relationships in our social institutions than any contrived, short-term seminar? Or could the great novels of Henry James not reveal more pointedly the difficulties inherent in a 'growing awareness' of ourselves in relation to other people? The reading of *The Golden Bowl* would, of course, take time and effort; but at least there would be no delusions at the end of it that a session with an observer, a recorder, and a self-conscious group automatically qualified one to even begin to understand 'human relations'.

We have our own ways of evaluation *inside* the profession; but those *outside*, who have the power to support our work, can only judge it on the basis of its content and the quality of its teachers. Until adult educators evolve, among themselves, some regulation of both; create standards that have meaning within the profession and outside it, we cannot reasonably expect to be treated seriously as educators – and we do not define ourselves professionally as either recreation directors or group workers! Already there are surveys and Royal Commissions that are making a start in this crucial matter of standards for content and professional qualifications for teachers. These lead the way into this most important priority of 1960 – and of many years to come. Continuing education is most certainly needed in our society; but to convince society of that fact, adult educators must be more concerned, more inventive, more courageous, more committed and more knowledgeable than any other group in modern education. How will we measure up? Quite a question to usher in a new year!

**The house of intellect.* Jacques Barzun. New York: Harper, 1959. pp. 102-104.

PROLEGOMENA FOR A TEXT ON ADULT EDUCATION

Ross D. Waller

This is a result of having been asked to lecture at UBC every day throughout the summer session on *The Historical and Comparative Foundations of Adult Education*, and having had conceit enough to accept the invitation. Who could lecture under such a title with a good conscience? Not I; but I compromised with my conscience by reading and thinking hard for months ahead and all the time the course was in progress. People said 'You ought to write a book about it' – but will there ever be time? Would it be worth while? Would anybody but an adult educational polymath have the impertinence to write under that title?

REVEALING THE FUNDAMENTALS

However, the title was not sacred; it could be changed into something more modest. I hit, almost by accident, upon a teaching procedure which has given me an idea for a book which would be about the nature, aims, and effects of adult education in the world scene, without purporting to be a general history and encyclopaedia of the subject. It might be useful since the world's adult education people are drawing steadily together and becoming conscious of common purposes, the origins of which can be traced back through many centuries of civilization. Wherever among the eddyings of time and all the challenges and responses of history adult education has meant anything at all coherent, it has been an expression of those currents of thought, hope, and endeavour which have led us to the threshold of that more liberal, humane and orderly world which is our desire and earthly salvation. To see all the bewildering variety of activities nowadays labelled adult education as always and everywhere part of the same 'stream of tendency making for good' is healthy and happy for all concerned. The little job of honest work well done in a corner (and everything we all do well might be so described) is more significant when seen and felt as part of a world pattern, or even a part played in a world mission.

If anybody thinks this rests on a too rosy and superficial view both of human history and our own work, let him consider how far we have

come in the decent ordering of the world since the Dark Ages, and what part adult educational processes have played in the story. Nobody can do much good in our work without faith and hope, even though it must be a long term hope; and who will say that there is not in the record enough ground for reasonable and realistic optimism?

In the last phases of preparation for this formidable course (in fact during the Atlantic crossing) I fished out of my notebooks a series of short sayings about adult education; it was a hasty job done under great difficulties. The passages were intended to illustrate various attitudes to adult education, and by drawing them from as many parts of the world as possible, I hoped to show that there is enough human nature in adult education to make the whole world kin. They were not a collection of exemplary texts; nobody could possibly agree with them all, some were not worth much thought, some had a touch of absurdity, some were profound, some simply striking.

Arrived at UBC and faced with the duty of getting started, I suddenly thought of turning these passages into a teaching device, had them mimeographed, and gave them to the students. Thereafter the students in turn opened each meeting with an exposition, or 'criticism' that is to say judgment, of one of them. I called them the *Offertory Sentences*. They were in fact *Prolegomena*, things to be read beforehand. The device worked extremely well (at least I thought so). For one thing, it enabled me very quickly to know the students and their abilities; it obliged them to start talking and discussing from the beginning; it obliged them to think throughout of the forms and purposes of adult education and to get away from their mainly parochial acquaintance with it. Above all, it caused them to examine the meaning of words and phrases very closely – a very healthy and necessary exercise in adult education. As time went on a number of attitude-types had been set up, to which reference could be made either by the students or myself, and eventually my rather haphazard little anthology did more than anything else to hold the course together.

NINE ATTITUDES TO ADULT EDUCATION

The collection is printed below in the order in which it stood in our working paper. It was deliberately unsystematic, so as to give a better exercise in discrimination. Once we had finished with it, categories had become fairly obvious:

1 Statements of the totally permissive kind, representing adult education as a free-for-all provision of whatever people may like to do in their leisure time. Such statements are very modern, belonging to over-ripe and over-sophisticated societies.

2 Statements which in one way or another say that adult education is for the betterment of oneself, whatever that may mean. Such statements usually deprecate any form of leadership or direction.
3 Statements which represent adult education as a process of conditioning, usually called adaptation to environment.
4 Statements which connect the development of individuals with the progress of society. These usually involve some acceptance of the need for leadership and responsible guidance.
5 Statements which assign to adult education some role or function in the social order, and relate it to the norms or values of that order.
6 Passages which take this to an extreme by illustrating the pressure of authoritarian systems on the social and moral content of adult education.
7 Statements which illustrate the relation to adult education of social development in under-developed areas. These statements are usually very modest and disclaim any shaping intentions, but these are nevertheless nearly always implicit. They enable students to realize that 'fundamental education' really is a part of adult education.
8 Statements illustrating the renewed social preoccupations of adult educationists in free societies, resulting from the challenge of authoritarian systems.
9 Statements which relate adult education to the establishment of world order.

It soon became obvious that statements in which adult education was presented as a socially purposive activity greatly predominated in this little anthology; equally obvious that this was because the anthologist had so contrived! Nevertheless the method was as good a way as any other of demonstrating what we all know to be the case; that responsible and thoughtful people have never regarded adult education as a fairground with amusing side shows for all, but as one of the instruments of societies in constant evolution and nowadays more and more involved in the effort to become One World. Or at any rate, co-operative parts of one world. All leads to one big question – on what basis of common principle will the world ever enter into permanent co-operative organization, and whence will those principles be derived? Agreement to differ in peace, for strictly practical purposes, is a phase that must pass; it would break up through its internal tensions, or would resolve those tensions in some acceptable common denominator of religions and ideologies. Dimly, hopefully, with a very long distance optimism, and with every belief that diversity in unity will always be necessary, it is just possible to see this necessary element in the misty shape of things to come.

DEFINITIONS, STATEMENTS, AND PROPOSITIONS, ON, OR BEARING ON, ADULT EDUCATION.

1 If peace is to endure, education must establish the moral unity of mankind. (U.S.A. Public Law, No. 565.)

2 You cannot consider wisdom or folly, progress or decadence, except in relation to some standard or judgment, some end in view. Such standards, such views, constitute the driving force of ideas in the history of mankind. (Whitehead.)

3 All training must prepare individuals to face novelty while maintaining routine. (Whitehead.)

4 Adult education is all activities with an educational purpose that are carried on by people engaged in the ordinary business of life. (Lyman Bryson.)

5 The end of education is to render the individual as much as possible an instrument of happiness first to himself and next to other beings. (Jeremy Bentham.)

6 Promote then as an object of primary importance institutions for the general diffusion of knowledge . . . it is essential that public opinion should be enlightened. (George Washington.)

7 Our education is no genial culture of letters but simply learning the use of tools. (J. M. Mackie.)

8 (We aim at) the insertion of man into the environment of the civilization in which he lives, through the development of his personality and the awareness of values. (Giovanni Gozzer.)

9 The aim of adult education is the formation of strong, harmonious, and sensitive personalities capable of integrating usefully with society. (Riccardo Bauer.)

10 We cannot expect less of any reasoning human being than that he should learn to read, to understand what he reads, and to be able to express clearly, orally and in writing, what he has understood. Thus the nation can understand what its leading men have felt to be true. (Condensed statement from Z. J. Clive, Finnish professor and adult educator, in 1874.)

11 Without gentle and salutary enlightenment the people will rise like wild beasts and rend asunder all that is human. (Bishop Grundtvig.)

12 The business of the Folk High School is to make the transition from absolute monarchy to democracy as gentle and real as possible. (Bishop Grundtvig.)

13 Community development has as its main object the autonomous development of men and women. (E. C. Grigg.)

14 Adult education is to create collaboration and sensibility towards human problems and help people to cope with their environment.

(Extension publicity, University of Buenos Aires.)

15 The university ought to extend the results of its work to the most numerous possible groups, so leading to a universalization of culture. (From the same.)

16 Modern life is too complicated to leave the people without guidance. Not to understand this means complete freedom of choice, which is absurd. (Condensed statement from Sucholdolski, Polish sociologist.)

17 'A collection of addresses on education for the development of socialist patriotism.' (Description of an item in a Czechoslovak bibliography on adult education.)

18 Encouragement of the culture of living and promoting the general welfare of the people by improving the general culture, promoting the health and fostering the sense of morality and the decent taste of the inhabitants. (English language statement about the purpose of the postwar Japanese Citizens' Public Halls.)

19 To foster women's virtues, give them necessary knowledge, habits of frugality, health, good sentiments and good taste, public spirit, and the welfare of society. (English language statement of objects of Japanese women's organizations in 1937.)

20 The objects of workers' education is to train workers as sound nationals and good citizens, as well as excellent industrial men. (English language statement by Japanese Ministry of Education, 1932.)

21 The task of adult education today is to give an answer to the need of mankind in modern society. (Helmut Becker.)

22 The more closely the economy is planned and integrated the greater is the need for adult education, to show people their role. (Fritz Borinski.)

23 All adult education in the free world, up against totalitarianism, has taken a social turn. (Fritz Borinski; 'social' here is used for his *mitbürgerlich*.)

24 The history of adult education is the history of class organization; the transmission of culture ought to be seen simply as the means of the forthcoming of socialism. (Hans Emmerling, of East Germany.)

25 Education for socialist consciousness is the leading principle of all teaching effort, and to realize it is the task of our teachers. (Hans Emmerling.)

26 The Pipal Tree in the *Gita* is described as having roots above and leaves downward. Social education enables the life-giving sap of wisdom to flow from above through the roots of this strange and sacred tree downwards into the world of man. (Sohan Singh.)

27 Social education must be the harbinger of a new world order of free

and happy people. (S. C. Dutta.)

28 Adult education has to make adults imbibe a way of life and an outlook (S. R. Ranganathan.)

29 STUDY AND SERVE. On you depends the building of a new India . . . Your studies come first. Help the Plan. Help yourself. (Indian Ministry of Education publicity.)

30 To provide knowledge, to make life more satisfactory, to help to develop free choices and decisions. (Object of Allahabad Extension Division.)

31 Community education must help people to think, to consider alternatives, forge new tools, build a new society. (From the same.)

32 In the institution of that weal public, this end is only and chiefly pretended and minded, that what time may possibly be spared from the necessary occupations and affairs of the commonwealth, all *that* the citizen should withdraw from the bodily service to the free liberty of the mind, and the garnishing of the same. For herein they suppose the felicity of this life to consist. (Sir Thomas More's *Utopia.*)

33 The purpose of adult education is to help people to earn a living, to live a life, and to mould a world – and in that order of importance. (Josiah Stamp.)

34 Its purpose must increase till it is all-embracing . . . it rests on knowledge and faith; to these must be added charity . . . To give knowledge for understanding and joy, to free judgment from prejudice, to strengthen faith and let charity abound, that is the mission of adult education. (Introduction to International Handbook of Adult Education, 1929.)

35 Adult education is a new name for the oldest of American dreams, the betterment of oneself. (Lyman Bryson.)

36 The only philosophy of UNESCO is the philosophy of dialogue and exchange. (Paul Lengrand.)

37 Our task is to realize humanity, Christianity, and solidarity. (W. Flitner, in 1929.)

38 The aim of adult education should be to make life happier, simpler, and more active. (F. Wartenweiler.)

39 Our despised and neglected adult education would do better if we could offer some scientifically determined results for inspection. (Report of UNESCO Seminar at Liège, Belgium, 1954.)

Ross. D. Waller (who wishes it made clear that this article was written at the request of the Editor!) is Director, Department of Adult Education, Extra-Mural Department, University of Manchester.

PEDDLING PICTURES

Norah McCullough

Canada is a huge country – which means that a high proportion of its scattered population never sees an art gallery, perhaps not even a 'real' picture! This poses a peculiar problem to the galleries and the art educators. Dr Corbett, first director of the CAAE, can be credited with the introduction of circulating art exhibitions to the outlying communities of Western Canada. As far back as 1930, when he was head of the Department of Extension at the University of Alberta, he drove a van stacked with pictures out to the ranchlands and mining settlements which are bound in by the Rockies. Since then, other agencies have tried different ways of getting exhibitions around, from the 'Maritimes' to B.C., each plan devised to fit the local situation. The motivating principle behind art exhibitions promotion, that 'Art Needs People and People Need Art,' may be an idealistic belief but until it is completely disproved it will continually be put to the test. Let us see what has happened recently in Manitoba, my own fifth experience of picture circuit trials; and probably the most recent strategy on record.

A MANITOBA EXPERIMENT

The Winnipeg Art Gallery shook down a Canada Council windfall in 1958; and with this grant the director there, Dr Ferdinand Eckhardt, has acquired colour reproductions for extension services. Several hundred master works have been carefully selected on the basis of closest proximity to the originals and then variety in the content. These reproducductions have been assembled in sets, some of which can be used to supplement the school social studies and others for their intrinsic art values alone. Thus there are groups of historic interest entitled 'Portraits' or 'Views of City, Town Harbour and Beach', or those under broader headings like 'Impressionism', 'Fantasy in Art' or 'Altar Pieces'. In another category there is the photographic series 'Thrones of Earth and Heaven' by the western artist, Roloff Beny; and an excellent didactic survey of pre-Columbian artifacts photographed in colour.

This material has been arranged in exhibitions of about twelve works, four of which were large, about 36″ x 42″, and eight smaller. Each set has been mounted so that the works can be easily fitted under glass into light-oak frames of standard sizes. Once framed, the pictures

have been neatly boxed in crates of a size that can be lifted by one man and which are not expensive for shipping.

The Winnipeg Art Gallery already had some fine originals by Canadian artists for circulation, of minor size, including a group of drawings and water-colours by LeMoine Fitzgerald. These works, in addition to the reproductions, are now part of the lending exhibition plan conceived by Dr Eckhardt, affording communities a choice from a wide range of pictures. The Winnipeg Art Gallery expects borrowers to ensure a proper and safe building for showing the originals. Dr Eckhardt then had an attractive brochure printed presenting the long list of exhibitions, a description of the works, the details of borrowing explained including the shipping arrangement – only the cost pre-paid to the next place of showing. In fact, everything seemed reasonably fool-proof. These notices were dispatched in early September to all Manitoba schools over three-room size, for the primary intention was to reach the rural areas, and to show works of art to young people.

RURAL RESISTANCE BROKEN

The first to rise to the bait were the public libraries in Winnipeg, then a few of the city schools, then Portage la Prairie where the groundwork of interest had been personally cultivated by Dr Eckhardt and Miss Elliott of his staff, the previous winter. But most curiously, not a peep came from the country schools! Therefore, it was decided to look into this apparent disinterest by paying a round of calls to schools in about fifteen of the larger towns of Manitoba. The impending visits were announced by mail with still another of the printed exhibition notices enclosed. This expedition was really an exploratory one for a small doubt was hovering – did people need art?

Starting out from Brandon, Miss Elliott and I made the nearby town of Minnedosa our first target. It was swaddled in the unexpected snow of last October, a mere thirty-one degrees, and as the temperature was barely freezing, the roads were choked with heaped-up slush. Minnedosa, two days previous to our visit, had witnessed an uncommon spectacle, more than a thousand Herefords being led by a snow-plow from the common pasturage, deep in snow, to the railway sidings where fodder could be unloaded for them. The starving cattle following the snow-plow had beaten the first track through the drifts piled in Minnedosa's main street; while overhead, frantically busy helicopters from Rivers Camp were taking bundles of feed to the smaller herds caught out on the isolated farms. This incident indicates something of the flavour of Manitoba so often judged from the flat, dull vistas seen from the coaches of the transcontinental trains.

We reached the primary-secondary school building about noon; and it seemed that every single youngster on his way home from school sallied first down the sodden mounds of snow, then into the puddles, deeper than the over-shoe water line! The principal obligingly arranged a meeting for us and in the late afternoon we discussed the exhibition possibilities with him and some of his staff. Amongst his teachers were members of the local art club who were especially helpful in the selection because of their familiarity with the work of the different artists. Three or four displays were thus chosen with no more effort on our part than to go over the listing with them.

From school to school in communities of the north, north-west, west, south-west and in closer to Winnipeg, this kind of reception was the rule. The calls turned into a tour of salesmanship and when some weak resistance was evident, we made capital of the fact that country children should have similar advantages to the city-bred. Offers of exhibitions were never rejected although some were booked tentatively pending consultation with other groups in town that might be willing to both assist and share in the school effort. Virden booked exhibitions straight through until June, at the rate of two each month. One or two schools seemed a bit reluctant to go over the list with us but when they realized we were only there for the day, they readily gave us the time. One young principal and three other men had quite a competitive argument about their preferences—Van Gogh or the still-life group; some continental landscapes or those by Canadian painters. Where it seemed inconvenient or even impossible to show works as an exhibition—poor lighting or that bane of exhibitors, plaster-board walls— teachers seized on Miss Elliott's idea of shifting pictures to different classes from day to day.

Miss Elliott carefully noted the reservations on a schedule and sent this information back to another staff member at the Winnipeg Art Gallery, Mrs. Mitchell, who was to take care of the shipping details. Before half the tour was rounded it became obvious to us that the exhibition service was a 'sell-out'.

COMMUNITY VENTURES

At a number of places, the circle of operation was widened. At Roblin we found a private seminary for training Ukrainian Catholic boys; a series of works in the Byzantine tradition suited them exactly. It turned out that Dauphin has a fine new Indian residential school and a brief call on the head resulted in exhibition agreements with him. Also, several of the public schools there decided to seek the co-operation of the local branch, National Council of Women. This meant that the community would have more share in the exhibitions with mutual responsibility, the

works to be put on display both within and outside the schools. We went with some of the Council ladies to see if the new public library, a gift of the Kinsmen to Dauphin, could be used for exhibition purposes. This library is an exemplary one, a building properly designed to give library service in up-to-date fashion with an excellent range of books. It is close to the centre of town and charmingly set amongst trees. By this time the weather had reverted to autumn once again and we could see how attractive a public building can be with some imaginative attention given to its surroundings, a place where an occasion could be made of an art exhibition. The librarian in charge was most willing to co-operate, the library was full of light and clearly well-patronized by people of all ages.

Manitoba has recently set up six or seven libraries in the smaller places which are referred to as 'regional libraries'. We discussed them later with Miss Morley, the chief librarian of the provincial library in the legislative buildings, and there rural libraries are all serviced by her from Winnipeg. The ultimate purpose is to have them become real regional libraries, with a central core of books at strategic centres for circulation over a wide rural area. At present, these libraries in Russell, Virden, Boissevain, Souris and Killarney are used by the townsfolk and the farm people close by who do their book-borrowing when they go into town to shop for their household requirements. The kind of library with high stacks makes for very uncomfortable picture displays but these new little libraries have low stacks, fresh walls and good lighting; and each one is a potential art gallery. Three of them are in good, solid buildings unconnected with dwellings – free of the hazards of do-it-yourself home wiring and the forgotten electric iron – and are quite suitable for the showing of original works.

At one school we found ourselves competing with a bland, persistent seller of aluminum ware. He insisted to the principal that no regulation prohibited his visiting schools after class hours. This salesman was of intimidating proportions and proof against polite snubs. I saw that we were in danger of being submerged in a tide of pots and pans, so rallying visions of Vermeer's kitchens and Rembrandt's glittering armour to the cause, I most officiously closed the door of the staff-room saying, '*We* have an appointment and *you* must now excuse us' – much to the gratitude of the principal!

WAS IT ALL WORTH WHILE?

In the end, our stock of exhibitions depleted by the heavy demands for them, it did indeed appear that people need art. Schools have shown that they are ready to take exhibitions either on their own or in co-opera-

tion with community organizations such as the Council of Women, the Women's Institutes, the libraries and service clubs. Local art groups, too frequently looked down upon as mere amateurs, proved themselves valuable allies, knowing something of art experience.

It may be that such art clubs will form helpful links with the Winnipeg Art Gallery like the one it has with Portage la Prairie. Last winter, the group there took on the responsibility of bringing in shows (the Fitzgerald exhibition was one of these) and came to an agreement with a school for displaying them in a high basement wing. The walls of this room were broken up with a series of windows so for displaying the works, the men of the art club contrived and built some standing screens. These are ingenious – of small-size diamond wire fencing set in frames of wood, very sturdy, and the pictures simply hook onto the wire strands. These screens are transparent of course, but the disadvantage of seeing through them is counteracted by the considerable gain of not having the room blocked up by semi-solid partitioning. The sponsors at Portage are boundlessly enthusiastic. The room is used by students during the day so it is necessary for the paintings to be removed during school hours and set up again for the showings which are after school. This goes on for every exhibition period except over week-ends when the works may stay put! A lot of trouble . . . A lot of trouble certainly, but more important, the school board of Portage la Prairie has voted $125 in support of art exhibitions for the town, a real achievement.

It seems to be true that the routine nature of school life tends to close in around teachers. Is it this which prevented decisions being made earlier without some gentle prodding? Or perhaps the principals, swamped with circulars, teaching and administration, simply could not face interpreting the long Art Gallery listing without consultation with staff; and there never seemed to be time. The schools we visited did give us time and in an hour or so, the response to do something of value for education was taken up in a very generous spirit. There is a lack of knowledge too. Many people are confused by the terms – 'impressionism' is mistaken for modern art although it goes back a century. Where it was necessary for us to give full explanations about the groups of pictures to some of the older teachers, they uneasily raised the problems of showing and financing. Does this indicate that the teachers more recently out of training and universities have had more opportunities for art experience?

The teacher training institutions certainly have a role to play in presenting the visual arts as an integral part of education. Art galleries are now found on several western campuses, Manitoba, Alberta and British Columbia, and at Regina College, where works of art can be

seen by students any day in the ordinary course of things, lifting that particular day out of the ordinary to the sensitive viewer. The universities and teachers colleges are now purchasing original paintings each year and the students' residence at the Manitoba Teachers College has just commissioned a mural decoration in the modern idiom. It is being painted by a young Winnipeg artist and will be carried out, in view of the students, right across the end wall of the dining hall. Developments such as these are valuable in making works of art better understood by the teachers. Their training should emphasize that art enriches education and quickens the life of the imagination.

As for the schools in Manitoba's country areas, several hundred showings of some twenty-five or more exhibitions will take place during this 1959-60 season. This is good but it will be necessary for the Winnipeg Gallery to maintain and strengthen its links with those who need art – with sympathy for the obvious lacks and the weaknesses, and through the provision of exhibitions of high standard. For those who have been deprived of the best for too long, nothing but the best will do!

Miss McCullough is Western Regional Representative, National Gallery of Canada. Her headquarters are in Regina.

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AN EXPERIMENT IN EMPLOYER-EMPLOYEE RELATIONSHIPS

Frazer Earle

This article reports on a meeting between businessmen and labour representatives. The first impression might well be 'another bargaining session!' But that is not the kind of meeting it was. For the less cynical, one of the encouraging trends of recent years has been the mounting interest in 'human relations', which maintains as its core the belief that every human being has something worthwhile to offer other human beings – whether human relations is the subject for academic study or applied in practice to a group or groups. In its most serious aspects, leaders in all fields, including industry, business, community activities, look to the study of human relations as the means of making important steps in social progress. Human relations skills may be defined as the ability to cope with conflict constructively.

One thing that a human relations program cannot do is bring about mutual favourable regard among the members of a group for all other human beings, nor should it produce a set formula in approaching work with people. The essential quality of a program of human relations is conceived to be a variety of learning experiences in which the participant acquires greater self-knowledge, so that he becomes more aware of how other people interact with him; he develops a greater sensitivity to the social climate; and an ability to integrate his understanding of both, in order to find a constructive solution to problems.

The study of human relations has centred around the operation of small groups. Groups such as we find at home, at work, at social gatherings, in school, in church, business and community activities of all kinds. Groups which are the basis of our social culture and ultimately of the nation. An increase in the effectiveness of these groups would indeed be an important step forward.

The project I am about to describe possesses certain inherent strengths and a number of weaknesses. A major strength is that the delegates were *recruited* from management and from labour. They were not *coerced*. On the part of management, they came of their own free will and desire. On the part of labour, most came to represent a larger group of union members. Others came, wanting to be involved in this kind of situation. A further strength was that the representatives of labour and management participated in the same group, focussing on a problem in which they both had a stake. An accompanying weakness was

the limitation of time available. A characteristic weakness was that the groups worked at two levels; the agenda level and the feeling level. While it is a weakness, yet it is an intrinsic part of any human relations program. The play of feeling in each situation allows individuals in the group to catch some of the personality and character of other individuals. Usually people relate to each other through the feelings expressed. Communication is usually formal at the agenda, or surface level.

The Fort William Junior Chamber of Commerce and the Canadian Council of Christians and Jews have held two annual institutes on Employer-Employee Relations in the Ontario Lakehead. The aim of the project is to foster greater understanding and mutual respect between management and labour. Labour-management relations come into the public eye most often when there is a dispute to be settled. In some cases it is only when there is trouble that the two groups sit down and talks things over.

The underlying philosophy of the project holds that such meetings do contribute to breaking down the hostility that has been built up between employers and employees. In this situation, while they were designated as representatives of management and labour, the delegates still functioned as individuals with opinions, attitudes, beliefs, feelings and these were the things they would share as they settled down to discuss the problems before them. Behaviour would be modified, depending on what place the participants held in an industrial organization. However, opportunities would be provided for them to test out the role of the person who was their opposite number in this Institute.

GETTING THE IDEA ACCEPTED

The idea was conceived during an informal meeting involving several members of the Fort William Jaycees – a company executive, a union member, and the writer. It was suggested that the program of the Canadian Council of Christians and Jews was geared to inter-group relations, and that labour and management represented two large segments of any community. Would it not be valuable to set up a project in which the two could meet in an informal way, but yet have an opportunity to discuss the areas of tension?

The author and one of the Jaycee members accepted this as a challenge. We discussed the idea with individuals from union and management. These persons gave the idea a good deal of encouragement and support.

The next step found us approaching the District Labour Council for their formal approval of the plan. This was done at a regularly constituted meeting of the Council. Their motion on the matter included

a commitment to have a delegation attend. Other union members were encouraged to attend.

Working through the secretary-manager of the Chamber of Commerce, we were able to broadcast the program, but received no formal support from the organization. We did recruit a goodly number of executives and managers, who as individuals promised their support to the project. The next major step was to obtain the best possible speakers to represent labour and management. Our success in this area would ensure a good attendance. Also, the Jaycees undertook the job of publicizing the seminar. They accepted the responsibility of handling reservations. A keen committee from this youthful organization made the necessary arrangements for accommodations, banquet and seminar rooms. One manager had his company donate a large bill-board in the downtown area advertising the seminar. Radio and press co-operated with front page coverage of the program. Labour delegates recruited their fellows to attend with them. Personal liaison was used with a number of prominent businessmen, for example, the president of the Board of Trade, presidents of a number of large companies. These men reacted favourably to the plan and in some cases, attended personally, while others sent two or three of their top management officials.

In summary, the idea was presented to labour and management as an opportunity to explore the field of human relations within the context of the Canadian Council of Christians and Jews. Personal contact by members of the committee constituted the basic work of selling the program. Using key men to lend their influence to the project made the program appealing to management. The formal approval of the District Labour Council removed any suspicions union members might have about the integrity of the institute's purpose.

THE METHOD APPLIED

A Human Relations Institute should prove valuable to anyone who deals with human beings. It is, however, particularly useful to those who hold positions of leadership and responsibility. Attending the second Institute were fifty-eight delegates drawn from management and labour. There were sixteen managers, four owners, eleven senior clerks, and three salesmen. Labour was represented by the presidents of four unions, ten executive members of unions and ten union members.

The registration period was accompanied by a reception. This served a very vital function in getting the Institute off to a good start. Lines of communication were flexible and the grouping of the registrants was mobile. Status was evident, but the use of first names helped to break down some of the initial coldness that existed between the two

groups. It was evident, very quickly, that groups of union members clustered in a corner with one or two management representatives on the fringe. A good deal of discussion in small groups, in this informal way over coffee, was a definite part of the Institute design.

In the training design, it was decided that the day would get off the ground by the use of a keynote address. The address must be provocative, and cover a range of interests common to both management and labour. This does not suggest that the keynote speaker should try to provide opinions that are acceptable to both sides. The plan included the use of two speakers, one to be heard later in the conference. One speaker represented management and the other spoke for labour. This procedure worked well and satisfied both groups. Mr Harry Alston, program co-ordinator, United Packinghouse Workers of America, Chicago, presented the keynote address. He challenged labour to take its share of responsibility in reducing tension and hostility that now existed between labour and management.

The next part of our training design included the use of some group techniques. The first one was the buzz session. The room was divided geographically into five areas. The delegates who were seated in each area were asked to group in a circle. Before the buzz session started, the personnel of each group was surveyed to make sure that there were representatives of both labour and management. The groups were then asked to select persons to function as chairman and recorder. They were instructed to be as informal as possible in their discussion. The topics assigned dealt with current issues that were controversial and were of significance to all. The recent difficulty experienced in Newfoundland was used as the springboard for discussion.

CONTENT OF THE DISCUSSION

I would take the time of the reader to discuss one or two topics and how they were dealt with in each group. I believe that function of the buzz session was best illustrated in these. Mr Smallwood was looked at by union members first.

(a) On the basis of the disapproval of other members of the Liberal party across Canada and the disapproval expressed by the Federal Government it was felt that Mr Smallwood had no case.

(b) Because of the reported poor working conditions, for example, the condition of the bunkhouses, the quality of the meals, and so on, the union had a real case here and Mr Smallwood had none.

(c) In looking at the legal aspects of the problem it was felt that the IWA was a duly certified union and therefore could not be decertified unless proper channels were used to do this.

(d) Because the company's conciliation representatives and the government conciliation officer were in favour of the decision of the Conciliation Board, he had no case.

(e) On the basis of human rights, it would appear that Mr Smallwood had no case. The workers have a right to select the union of their own choice. Workers also have a right to object to working conditions that are unfavourable.

(f) On the basis that the Government has no right to organize unions, and that unions should be organized from the ground up, Mr Smallwood did not have a case.

The second group attempted to find a reason for Mr Smallwood's behaviour and it was regarded from management's point of view. The group felt that there was evident collusion between Anglo-Newfoundland management and Mr Smallwood. They felt that this was bad from management's point of view. It was also agreed that the Federal Government was straddling the fence due to the embarrassment that arose from this situation.

The decertification of a legally certified union could possibly be a threat to incorporated companies. If a government could decertify a union which has been legally certified, could it not also revoke the rights of a corporation?

One member of the group said that if he were a plant manager he would hesitate to deal with a government-sponsored union because the contract could conceivably be nullified at any time by an act of the legislature. Another member, who had done considerable research on the Anglo-Newfoundland Development Company, stated that in one year the company had channeled its entire profits to doubling its shares with no reduction in share value. It was felt that perhaps the company had been over-solicitous of its shareholders and had neglected to modernize its mills. This might account for its plea of 'inability to pay'. It was considered bad business practice to put the dividends of the shareholders above the competitive efficiency of the business.

It was considered that the company was in a good competitive position regarding transportation ; it owned its own railroad and its own shipping fleet. It certainly was not a victim of high labour costs. The company had paid dividends every year, 1935 to 1957, with the exception of 1943 and 1944. They had fifty per cent interest in certain mining ventures. If there were an ability to pay higher wages, these facts strengthened the group's contention, that there must be inefficiency in the operation of the primary business of paper making.

In reviewing the history of the company, it was pointed out that it had interests in many fields, but apparently had no bonded indebted-

ness. One of the subsidiaries of the company which operates in Dryden, Ontario, paid the going wage rates in Ontario, under less advantageous competitive conditions. There was no reason to believe that they were subsidized by the parent company.

Due to the unstable, almost explosive atmosphere created in Newfoundland, largely as a result of Mr Smallwood's actions, which drove people into two large, almost irreconcilable camps, one of the members said that if he were going into business he would not risk a nickel of investment in Newfoundland as it was today. He felt Mr Smallwood's actions would curtail industrial investment in Newfoundland.

The interesting thing about these two reports was that the report covering union's point of view was given by a representative of management attending the conference. The second report dealing with management's point of view was summarized and presented by a union member! It can be seen that while there was some impact made by the union members in the discussion groups, there was also a moderate kind of atmosphere prevailing. Certainly, throughout the discussions, there was a real attempt to find out just what was in the mind of management when the decisions were made in the Newfoundland situation. It would appear that the crux of the matter was spelled out when one member suggested that Mr Smallwood's action drove management and labour into two irreconcilable camps. Union people felt that this added tension to a difficult situation. The implication was that the interference of a third party in a quarrel of this kind hindered rather than helped the solution of the problem.

'AS OTHERS SEE US'

The next phase of our design for the Institute included role-playing. Five delegates were asked to take part in the role-playing demonstration. Two union members, two managers, and the personnel manager of a company were asked to participate. The personnel manager acted as chairman. The two union members were asked to play the roles of management in the problem. The two representatives of management were asked to play the part of the labour delegation in this situation. The problem concerned an employee who was about to be fired. The reason given by the company was inefficiency. This was a meeting of management and union to decide whether the company was justified in this action.

The significant thing about this session was not that any new or startling solutions were found to a chronic problem in industry; but that the people playing the roles were trying to regard the problem through the eyes of the other person. That is, management representatives were trying to articulate just how union members should go about dealing

with this problem when they were negotiating with management. Similarly, the union representatives were trying to put themselves into the shoes of management in dealing with a problem of this nature.

The role-players pointed out that it was very difficult for them to put themselves into the other person's shoes. They were used to looking at the problem as representatives of union or management and during this demonstration they had to fight down the impulse to be on the other side of the fence. They all described a certain amount of emotional blocking when they had to express what they knew to be the usual point of view of the other side of the table.

THE FINISHING TOUCH

Following this portion of our Institute, the program became a speaker's program and the second speaker of the day was heard. He was a representative of management, Mr Julius Berkowitz, President, Monarch Wear Manufacturing Company of Canada. He outlined the conditions in a community that helped to promote a particular industry. He discussed the facilities that must be there; for example, transportation, building space, labour pool. He pointed out the difficulties that the manufacturer had because of competition within certain fields and, in particular, the garment trade. He explained that wages have to be kept high and that working conditions have to be maintained at the highest possible level.

To conclude these remarks about this conference, a short evaluation was carried on to determine what was achieved. Probably the most significant thing was the recommendation that the Institute be continued on an annual basis. As several speakers representing both labour and management agreed, it provided an opportunity to spend a short time together outside the pressure of the plant and away from the formal bargaining table. Here was an opportunity to experience, in a face-to-face situation, what a representative of management or labour thinks when he is faced with a somewhat typical problem. More important, there was the opportunity to test out the role of the other person in discussion and otherwise to get the feel of the emotions and the thinking processes that were involved.

Mr Earle is Regional Director, Canadian Council of Christians and Jews, Winnipeg, Manitoba.

AN OPEN LETTER TO GROUP LEADERS

J. H. Woods

Nothing, at first tremulous glance, seems much more distressing than a paper on methods of conducting a meeting. To treat the subject with crispness and intelligibility, references must be made to English constitutional history, to current psychological terminology, to contemporary political conditions, and so on. But let us not succumb to the Circean enchantments of cynicism. Properly considered, the subject is far from dreary. On the contrary, it is topical, familiar, and charged with interest. Moreover, such a matter is apt to be refreshingly controversial, and replete with some basic human emotions. It is not at all out of the question to suppose that the proper conduct of a meeting mirrors in miniature the dynamics of the human being. For it is the nature of the interaction between people which determines the relative success or failure of a meeting.

Its psychological elegance aside, the immensely practical character of group assemblies should be accorded full attention.

This paper is addressed, in general, to all persons who, having united in concert, are concerned to discharge certain specified duties in the hopes of attaining certain specified ends. Immediately one thinks of Women's Institutes, Home and School Associations, Church groups, and Service Clubs as pertinent examples.

We also wish to address ourselves to the various leaders, presidents and chairmen – in short to those persons who assume the responsibility of conducting the meetings of these organizations. Let us refer to such people as 'leaders'. We shall argue that 'leadership' – in the sense of the function of presiding over a meeting – is in a sadly deficient state. Some leaders, stupified by the authority with which their positions endow them, are inclined, often, to misuse their prerogatives; it seems that they like to dominate the group; they like to be the foci of attention; they like to arbitrarily impose their own wills upon the group. And, often, they lose sight of the fact that a meeting is a means, not of expressing whim or fancy, nor of inhibiting others, but rather, of getting things done.

Luckily, there are relatively few leaders who, thus so blatantly disregard their proper function. Others, however, while their motives are beyond reproach, are simply unaware that they might well improve

the practical machinery of their groups by adopting different methods of leadership. So, specifically, it is to these persons that we respectfully offer our suggestions.

PARLIAMENTARY PROCEDURE INHIBITING

A cursory glance at English constitutional history will reveal that men, their praiseworthy qualities notwithstanding, adrenalized by their political passions and aspirations, have laboured indefatigably toward the contrivance of the utter ruin of their opposition. Barons of the Manor for instance, with a puzzling sense of righteousness, harassed and bullied the masses of serfdom. The oppressed retaliated with parallel iniquities, with the result that numerous sterling citizens were constantly exposed to the indignities of broken skulls and egg on the doublet. In short, England was suffering from a perpetual political nosebleed.

In the seventeenth century, to take another random selection, the nation, according to heritage and opportunity, split into two mutually incompatible camps. The one camp despised the other; the latter despised the former; and if there should be a Moderate nearby, he was despised by both. Clearly, some device was required to avoid constant civil war. After all it was considered something less than good taste to behead more than one monarch per millenium. The existing Parliament, by a series of modifications and elaborations, was the mechanism which contrived to effect proper political balance and to boost the mortality rate of active politicians. So it was the Parliament that nurtured ieself upon the political crises of centuries. Born out of feudalism, advanced through the eighteenth century, perfected in the late nineteenth and twentieth centuries, Parliament endures – a battle-scarred old bastion, which serves its purpose rather well.

The important point is simply this; Parliament, and the manner of its operation, was derived through centuries of political intrigue, for the satisfaction of certain urgent needs – namely the holding in check of otherwise unbridled political passions. Its procedure is ugly and cumbersome. It must be so to secure fair representation and relative political calm. Growing out of unique conditions, Parliament, then and now, must necessarily be a unique institution. Its pattern can hardly be adapted to situations of different kinds.

Most people, who have organized for the attainment of specified goals, conduct their meetings after the example of Parliamentary procedure. But why? Are the Home and Schoolers so politically ravenous that they must encumber themselves with the armour of Parliament? Are the Churches' Young Peoples so inherently uncompromising that they must manacle themselves with the formalities of the political arena?

Is your group so inundated with rascals that you must sit upon its neck wielding the mighty mace of authority, and frightening it out of its wits?

We are going to argue that the business of your organization – the getting of things done smoothly and quickly – is hampered by those procedural methods which have been designed for other situations.

LEADERSHIP AND DISCUSSION

Parliamentary Procedure is rigid, formal, and frightening. The average adult cannot and will not stand in the midst of an assembly of his fellows to clearly and with facility present a point of view. But this same adult can, and does, talk freely and intelligently in ordinary everyday conversation with his friends, with merchants, with colleagues at work, and often with total strangers. The ordinary conversation is not leaderless, not chaotic, and not orderless. On the contrary, the conversation is held in check by those who participate. They strive to be polite, attentive, interesting, and relevant. The order is there, and it is self-imposed.

There is no place in the conversation for an external authority, a chairman, a president, or the like. People, in general, simply dislike having the natural interchange of opinion confounded by unnecessary formality. But in this regard, it would seem that Parliamentary procedure sins grievously. As a rule people do not react naturally and wholesomely in meetings run like a session of Parliament. Parliamentary Procedure, in its own special context, is conceived of as a democratic safeguard; and so it is. Parliamentary Procedure outside its special context, very often is an impediment to democracy, for it runs the risk of granting the leader the opportunity of unconsciously riding herd on the meeting. Furthermore, it makes it difficult to discuss matters freely, openly and sincerely.

Let us consider two familiar examples of a different, but highly regarded, procedure:

(a) *The Executive Meeting:* Is it not the case that an executive convenes in a comfortable room, relaxes itself, and then proceeds to the discharge of urgent business by talking conversationally among its members – not formally to an elevated authority? There is an interchange of opinion among the membership. Comments flow from individual to individual, not from one man to the Chair, another to the Chair, still another to the Chair, and so on. The meeting is informal, conversational, relaxed, thorough. It gets the business attended to.

But what often follows the executive meeting is puzzling. The executive will repair to the general meeting, where it assumes a role of authority, of excessive formality, and in so doing does a complete

procedural turnabout! Why? What makes this pretence necessary? Don't we usually accept that what's sauce for the goose is sauce for the gander? Surely it is not fair to the general membership not to provide it with the opportunity of informal, uninhibited discussion. Perhaps it's well worth thinking about.

(b) *Some Community Organizations:* Most community groups have an ambitious schedule of projects. Their programs require careful planning, much work, and – as all organizations – unhampered communication. Some of these groups hold their meetings in the relaxed atmosphere of one another's homes. Formality is minimal, communication is maximal. Everyone participates; business is dispatched with efficiency. Of course, these groups have a nominal chairman. Yet the chairman keeps out of things; he does not pontificate; he does not rule. Rather, he encourages multi-dimensional communication, he diverts the flow of comment from his person, and endeavours to have the membership talk among itself. The good chairman, then, helps the group to handle its business in its own way, yet keeping it within the bounds of dignity. Informality does not mean a lack of control. If things get out of hand, if order breaks down, the chairman casually, but firmly, recommends that the meeting get back on the right track. Then he retires to relative silence. Silence is one of the chief attributes of the proficient leader.

Doubtless, there are other familiar examples known to us all. However, the above two should suffice for purposes of illustration.

THE STUDY-GROUP AND THE GROUP DISCUSSION

We have all heard of study-groups. We know that small units of people individually examine a certain topic, to convene later and discuss it. The ensuing discussion is the real value of the study-group. Through the free-flowing exchange, people are encouraged to express their opinions. Opinions, individually voiced, merge to become a large voice – a group opinion. Thus do people learn from other people. Thus do people learn from themselves; for in order to express a thought to others, it must be clearly understood by oneself. Moreover, one's ideas are necessarily clarified in the very expression of them. The study-leader spends most of his time in silent observation. Occasionally, when required, he will interject a comment, or give advice. Consequently the group is uninhibited, dynamic, and happy. Furthermore, the aim of the study-group – to study together, to learn together – is fulfilled.

Now discussion in the meeting-situation should follow the same pattern as the study-group. Undeniably the two are not the same; but in principal they are similar. Consider this, if you will; is it so perverse to informally discuss certain problems, to ponder them aloud, to arrive

at some kind of agreement, and to signify this agreement by a common response? Is there anything basically wrong with this method? It is simple and thorough. It is an 'un-Parliamentary' way of making a motion, seconding it, calling for debate, discussing it, calling for the question, putting the question, and voting. We suggest that it is more natural to discuss first, rather than after a formal motion has been made. That's the way we operate in handling the problems of day-to-day existence. Why must we reverse the natural procedure just because we are having a meeting?

BUT WHAT BECOMES OF LEADERSHIP?

Doubtless, leadership is of crucial importance. We are suggesting not that leadership be abandoned. Not at all. We are recommending rather that leadership be expressed differently. Because we feel that the unconscious dictatorial attitude of many chairmen, coupled with the confusing and awkward formalism of Parliamentary Procedure, tends to inhibit the group, to frighten it, to keep it relatively mute and unreflective, we urge that group leadership be manifested in less alarming, and more subtle ways. That is really the only major change we should like to see in the function of group leadership. If it is true that people respond more completely and intelligently under gentle guidance, rather than under unnatural dictation, and if it is true that the more the group is responsive, the more effective it is in the discharge of its wishes and duties, then does it make sense to permit the prevailing methods of leadership expression to endure?

Good discussion, it is true, is enjoyable. All those who have participated in properly organized group discussions have been exhilarated. But discussion is not an end in itself. Rather, it is remarkably successful means to an end—to the accomplishing of your objectives, your goals, your aims. Discussion is a tool. Intelligently used it will integrate your group, accelerate the manner of doing business, and embody the 'real will' of the majority. Discussion is a precision instrument when leaders realize that people relish the freedom to express themselves naturally. Thus, discussion, properly understood, is of the utmost practical significance.

Let us leave Parliamentary Procedure to Parliament, and pomposity to the pompous. Let us begin to realize that, in or out of a meeting, people are still people, and like to be treated as such.

Mr Woods, who was formerly with the Ontario office of the National Film Board, is now doing graduate work and lecturing in philosophy at the University of Michigan.

FILM

IT'S PEOPLE THAT COUNT. b&w. 28 min. Produced by Crawley Films for the Canadian Brotherhood of Railroad, Transport and other General Workers, 1959. Scripted by Lister Sinclair with Burt Hepworth as advisor.

It's People That Count is a highly competent, sometimes brilliant film. The story of the Canadian Brotherhood is told through five of its members. A Montreal tram driver who is being retained to drive a bus shows how the union works with management to help employees adjust to technological change. A fireman from the Prairies, an old railroader, through reminiscences, presents a capsular history of the union's origins and growth. A West Coast hotel chef illustrates the fringe benefits and security arrangements that the union provides. An East Coast sailor who is passed over for a promotion shows how the union's grievance procedures operate. And, finally, a highly photogenic key-punch operator in Toronto demonstrates that the union is concerned with office workers and with the new technology of twentieth century railroading.

Visually well above average, *It's People That Count* leaves a lasting impression with the viewer. Here is the story of a gigantic and enormously diverse union in which the individual retains his importance.

This film should appeal to a variety of groups. It was produced for the union's own membership, but it is of very considerable general interest, both as a lively film in itself and as an interpretation of a very important section of the Canadian labour movement.

PETER MARTIN

THE THRESHOLD. b&w. 23 min. Produced by the National Film Board for the Department of Citizenship and Immigration, 1959.

Noted briefly in the December issue of FOOD FOR THOUGHT, this film deserves more attention. It tells the story of the Maags, a family of new Austrian immigrants in Canada. Differing academic standards and differing social customs in Canada are quickly and enthusiastically adopted by the family's two school-age children. This leads to conflict within the Maag family as the parents resist change and cling to the customs of their native Austria. The film brings this conflict of customs and values

vividly into focus with one sequence in which Susie, the Maag's teen-age daughter, cuts off her braids and appears before her parents with her hair cut short in the manner of the Canadian teen-ager. Ultimately, however, the parents find their place in Canada – Mrs. Maag discovers the easy independence and the responsibilities of Canadian life through involvement in a Home and School project. Her husband, after some misgivings about her new and less self-effacing role, begins to take pride in his wife's achievements and, in this way, completes the family's adjustment to a changed pattern of life.

The film is splendidly acted (if it demonstrated nothings else, it would show that Canada has acquired actors of considerable skill from Europe) and it focuses clearly on issues of social adjustment which are always present but often lost sight of by both new and old Canadians. Unfortunately, *The Threshold* is marred by a heavy resumé of the points raised that interrupts the narrative in the last half of the film. Barring that shortcoming, however, the film will form a valuable addition to the resources of organizations working in the field of citizenship and in community-school relationships.

PETER MARTIN

WANTED URGENTLY

The CAAE Research Library requires one copy of the British quarterly journal, *Adult Education*, Winter, 1957 (v. 30, no. 3) issue to complete a set for binding. This issue, now out-of-print, is the only break in the run of this journal, and CAAE is anxious to procure a copy.

If you have a copy, please communicate with the Information Officer, CAAE, 113 St. George Street, Toronto 5.

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THE VOLUNTEERS. David Sills. Glencoe, Illinois: The Free Press (Toronto: Burns and MacEachern) 1958. pp. 320. $7.50.

'In no country,' said de Tocqueville, 'has the principle of association been more successfully used or applied to a greater multitude of objects than in America.' Observations such as this have been repeated hundreds of times since. Yet, while America has produced a philosopher of *voluntaryism* in Eduard Lindeman, there has been surprisingly little reflective writing about the voluntary process or voluntary action. There is no book as comprehensive as Sir William Beveridge's *Voluntary Action in Britain*, or some works from Scandinavia. Descriptive statements about certain voluntary organizations are legion, most of them prepared for internal use or for public relations, but few are analytical or evaluative.

The Volunteers is a study of one voluntary organization, the National Foundation for Infantile Paralysis (now called the National Foundation), or more particularly, 'it is concerned with the local organizations of the Foundation and their volunteer members.' But it is a book not only of observation, but of principles; it is well supported by data gathered in many ways and fully explored in the light of practice and of social theory. *The Volunteers* is one more example of the creative partnership between the Bureau of Applied Social Research at Columbia University and The Free Press where already have come such 'bench mark' books as *Personal Influence* by Katz and Lazarsfeld and *Union Democracy* by Lipset, Trow and Coleman. The latter, incidentally, in its subject and treatment, is an excellent companion volume to the present work.

Sills is interested in the structure of voluntary organizations and carefully explores two common organizational patterns; agencies composed of a national headquarters and local branches, and agencies which are federations of semi-autonomous units. He traces how power is used and delegated in such organizations, and how the purposes of an organization are maintained or displaced.

But his central attention is upon the volunteer; how he is recruited, what he does, and what are the major awards of voluntary participation. Equally, he is concerned with the process through which the members of a voluntary organization shape the organization's character and deter-

mine its future. 'The images which the volunteers have of the Foundation as a voluntary association,' concludes Sills, 'go far toward explaining their continued participation and interest in its program.'

From scores of interviews, observations of volunteers are recorded. Inevitably, perhaps, comparisons they make with other national organizations are reported. Since some of these are far from favourable, some partisans of these organizations have felt that the present study is unfair and misleading. Others have criticized it because it has failed to say very much about the critical future operations of the National Foundation; still others because, they claim, it fails to deal with more subtle facets of voluntary action that could be observed in more complicated organizations. But, read on its own terms, as an examination in depth of some of the many ways that citizens choose to contribute their time for an object beyond themselves, and the opportunities they enjoy for self-fulfilment and participation in a satisfying social movement, this is a stimulating book.

Some books help set a fashion. Perhaps we may begin to get more of the thoughtful examinations of voluntaryism that ought to be ours if voluntary effort is as much a part of our life and being as we often claim.

J. R. K.

CREATING A CLIMATE FOR ADULT LEARNING; *an edited report of a national conference on architecture for adult education*. Adult Education Association of the U.S.A. and Division of Adult Education, Purdue University. Chicago: the AEA, 743 North Wabash Ave., 1959. pp. 116.

If there is any doubt about the strides taken by education in the past twenty-five years, just take a look at public library buildings! Even the most drab of small town Carnegie edifices has had a brightening of its interior, with modern furnishings and *comfortable chairs!* People are welcomed instead of treated with dark suspicion, when they come for books. With such a revolution in school and library architecture and decoration, it is not surprising that adult education, too, should turn its attention to an appropriate environment. This report begins 'Each person is affected, consciously or unconsciously, by the environment in which learning takes place whether it be in a school, church, library, business office, labour union hall, college-university class or conference room, private home, community centre, or other similar facility.

'Such factors as design, form, space, light, colour, temperature, texture, acoustics, equipment, and furnishings and their physical arrangements exert a profound influence on the attitudes and the emotions of

people . . . We are just beginning to discover the impact of environment on the learning process, that environment itself is a powerful teacher.'

The papers resulting from this conference set the basic principles for adult education architecture: the present situation; basic concepts of adult education; significant program trends; Purdue University's Memorial Centre; Guides to Planning; Practical Problems in Planning. This is an important pamphlet, relating the philosophy and needs of adult education to the buildings in which it takes place. Since it now seems likely that adult education may face a future building program of some magnitude, this publication is a valuable addition to the material on its subject.

E. W. L.

OVER THE EDITOR'S DESK

ADOPTION AS A TECHNIQUE IN THE EVALUATION OF ADULT EDUCATION PROCEDURES. Walter Clot and John M. Welch. Tallahassee, Fla.: Florida State University, 1959. 42 p. Mimeo. Research undertaken while attending a Doctoral Seminar at Florida State University conducted by Dr Coolie H. Verner, Professor of Adult Education. 'Adoption' is the acceptance by learners and the subsequent adoption into their culture of the precepts, practises or procedures taught or advocated by educators . . . It is the purpose of this study to survey the literature with respect to those factors involved in reaching, interesting, inducing acceptance to the point of initiating a trial, evaluating favourably the trial results, and the adoption into the learner's cultural pattern of the adult educator's potential clients, the precepts, principles or practices which he advocates.

THE BOUNDARIES OF THE CAMPUS; *a history of the University of Wisconsin Extension Division 1885-1945.* Frederick M. Rosentreter. Madison, Wisconsin: The University of Wisconsin Press, 1957. vii, 210 p. $4.50. 'This study is a revision of a doctoral dissertation in history. It was made possible by a financial grant from the Extension Division of the University of Wisconsin.'

CONFERENCE ON ADULT EDUCATION *organized by Canadian Jewish Congress (Central Region) with the participation of congregations, community agencies and organizations in Toronto and the communities of Ontario, Saturday evening, February 28 and Sunday, March 1, 1959.* Toronto: Jewish Community Services Building, 150 Beverly Street, 1959. 48 p. Multilithed. Report of an annual conference for all those interested in adult education programs conducted by synagogues, service organizations, recreational agencies and other groups. Program was developed in close co-operation with laymen and senior staff persons of synagogues and organizations active in adult educational programs.

CONSTITUTION OF THE METROPOLITAN EDUCATIONAL TELEVISION ASSOCIATION OF TORONTO. Toronto: Department of University Extension, University of Toronto, 1959. 5 p. mimeo.

CONTINUING LEGAL EDUCATION FOR PROFESSIONAL COMPETENCE AND RESPONSIBILITY; *the report of the Arden House Conference, December 16th to 19th, 1958.* Philadelphia: Joint Committee on Continuing Legal Education of the

American Law Institute and the American Bar Association, 1959. pp. ix, 315. $5.00.

ECONOMIC SECURITY FOR THE AGED IN THE UNITED STATES AND CANADA ; *a summary of Dr Robert Clark's report.* Ottawa: Canadian Welfare Council, 1959. Multilithed. $1.50 (discounts on quantity orders). 'A readable introduction to the technical problems and possible choices in providing income security for Canada's older citizens. Detailed information and up-to-date figures on Canadian and American plans (both public and private) are analyzed, and the pros and cons of a contributory wage-related pension program for Canada are carefully weighed.'

FRIENDLY VISITING. Toronto: Canadian Red Cross Society (Senior Citizens Committee, Ontario Division), 460 Jarvis Street, 1959. 26 p. Multilithed. Practical little handbook 'to assist friendly visitors by information and suggestions so they may give effective service in their visiting of older people.'

FRIENDLY VISITING COURSE. Toronto: Canadian Red Cross Society (Senior Citizens Committee, Ontario Division), 1959. 65 p. Multilithed. 'Suggested plan for friendly visiting ; friendly visiting training course material ; suggestions for using the material.'

FRIENDLY VISITING SKETCHES. Toronto: Canadian Red Cross Society (Senior Citizens Committee, Ontario Division), 1959. 69 p. Multilithed. 'Role playing for visitors to the aged.'

A GEM FOR THE CANADIAN MOSAIC ; *pictures of the life and work of the Canadians of Czechoslovak origin.* Toronto: Masaryk Memorial Institute, 212 Cowan St., 1957. pp. 106. The President of the Institute states, in his preface, 'Our ethnic group is very proud of its achievements in this land of our adoption. Yet as newcomers, we have needed and received help from native-born Canadians. We take this opportunity to express our gratitude to the Canadian public officials and citizens who have cheerfully given their time and energy in the promotion of our welfare. They have enabled us to contribute a greater share towards the growth of a young and powerful nation.'

THE GROWTH OF THE NOVEL ; *eight radio talks as heard on CBC University of the Air.* Paul West. Toronto: Canadian Broadcasting Corporation, Publications Branch, Box 500, 1959. 84 p. $1.00 (soft cover); $1.50 (hard cover). Another in the excellent series of publications emanating from the CBC's 'University of the Air'.

HELP FOR THE ARTS ; *a report to the Calouste Gulhenkian Foundation.* London: The Foundation (United Kingdom and British Commonwealth Branch), 1959. pp. 64. 3/-. At the request of the Calouste Gulhenkian Foundation, an informal committee consisting of Lord Bridges, the Countess of Albemarle, Mr Noel Annan, and Sir George Barnes reviewed the needs of the arts in Great Britain. Material was gathered chiefly through informal discussions, often supplemented by written statements. The survey concentrates on the provinces rather than London, as it was felt the greatest need for help was in these areas.

INTERNATIONAL ADULT EDUCATION CONFERENCE PROCEEDINGS. Washington, D.C.: National Education Association (Division of Adult Education Service), 1201 16th Street N.W., 1959. pp. 118. Mimeographed. The conference at which the World Conference of Organizations of the Teaching Profession appointed a Committee on Adult Education within WCOTP, acting

on the recommendation of the International Conference on Adult Education.

LEARNING TO WORK IN GROUPS ; *a program guide for educational leaders.* (A publication of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University). Matthew B. Miles. New York: Teachers College, Columbia University, 1959. xiv, 285 p. $5.25. 'This is a serious book, about a serious subject. It will be of value to a great many people: in the school, to the principal, counselor, supervisor, superintendent, teacher ; in industry, to the manager, the personnel development man, the industrial relations officer ; in social agencies, to the field consultant, the administrative officer, the volunteer leader ; in government, to the staff officer, the administrator . . .'

LET'S INSTALL CORRECTLY. Marguerite Grumme. St Louis, Mo.: the Author, 3830 Humphrey Street, 1959. pp. 16. 50c. 'Basic outline, several complete installations and many ideas to consider.'

LET'S PAMPER OUR GROUP PUBLIC RELATIONS. Marguerite Grumme. St. Louis, Mo.: the Author, 3830 Humphrey Street, 1959. pp. 16. 50c. 'Basic public relations with its associated fields of publicity, community service plus fund-raising.'

LET'S PLAN PROGRAMS. Marguerite Grumme. St. Louis, Mo.: the Author, 3830 Humphrey Street, 1959. pp. 16. 50c (Any two of the above for 75c ; all three for $1.00). 'Basic program development outline with suggestions.'

THE HOUSE OF INTELLECT. Jacques Barzun. New York: Harper (Toronto: Musson), 1959. pp. viii, 269. $6.00.

ON UNDERSTANDING RUSSIA. F. Cyril James. Toronto: University of Toronto Press, 1959. ix, 63p. $2.95. The author states, in the preface, 'The seven articles in the following pages are no more than a series of personal impressions and opinions. They are reported in substantially the form in which they first appeared in the *Montreal Daily Star,* but I have taken advantage of the opportunity to correct minor errors and to add some statistical information from which the reader can draw his own conclusions.'

OUR LIVING TRADITION ; *second and third series,* edited by Robert L. McDougall. Toronto: University of Toronto Press, (in association with Carleton University) 1959. xvi, 288 p. $6.50. Continuation of *Our Living Tradition.* Barker Fairley's article on *F. H. Varley* is alone worth the price of the book.

THE PHILOSOPHY OF ABRAHAM LINCOLN in his own words ; compiled by William E. Baringer. Indian Hills, Colorado, U.S.A.: Falcon's Wing Press, 1959. xxii, 167 p. $3.50.

REPORT OF THE ROYAL COMMISSION ON PRICE SPREADS OF FOOD PRODUCTS. 2 vols. Ottawa: Queen's Printer, 1959.

VALUES IN EDUCATION SERIES; issued as a public service by Sun Life Assurance Company of Canada. Montreal: the Company, 218 Sun Life Building (or from any of the seventy-four Branch Offices). Current topics in this useful series are: *Sports-tips for teen-agers; What you should know about school boards; Why stay in school?; What about technical and trade schools? Scholarships and bursaries.*

NEWS

ABOUT PEOPLE

● The resignation of Dr W. J. Dunlop, Minister of Education for Ontario since 1951, was announced on December 17, 1959. Dr Dunlop's long and distinguished career in education (forty years' service with the University of Toronto – thirty-one of those years as Director of Extension and Publicity) is well-known to Canadian adult education. Dr Dunlop was a founder and the first president of the Canadian Association for Adult Education. Although ill-health has brought about his retirement, Dr Dunlop's many friends in adult education will hope to benefit still from his life-long interest and experience in continuing education. Dr Dunlop will remain for a period as minister without portfolio to advise his successor, Energy Resources Minister Macaulay, who will continue to serve as acting Minister of Education.

● Two important positions have recently been announced for Toronto's new York University. Mr Robert Winters, former federal cabinet minister, is Chairman of the Board of Governors; and Dr Murray Ross, vice-president of the University of Toronto since 1957, is President. Dr Ross stressed that York University will stand for diversification in higher education, concentrating on a program of liberal and general education. Special attention would be given to the social sciences, including psychology, sociology, anthropology, history, political science and economics. Geography will be emphasized, which Dr Ross feels has been a 'neglected area of study in Canada and a discipline which Russia had exploited to great advantage'. York University will hold its first classes in Falconer Hall, University of Toronto, as a temporary Varsity affiliate, in September. The following year it will move to Glendon Hall, situated on an eighty-five-acre site in North Bayview.

● Dr Lyman Bryson, Professor Emeritus of Education at Teachers College, Columbia University and Moderator of the radio program *Invitation to Learning*, died in New York City, November 24, 1959. Among other distinguished positions, Dr Bryson was Director of the Adult Education Summer School, University of California; leader of adult forums in the Des Moines public schools; chairman of the Adult Education Board, CBS; and president of the Adult Education Association of the United States (1944).

• Mr. Gerald Ottenheimer has been appointed Director of Adult Continuation Classes within the Newfoundland Department of Education. Mr. Ottenheimer, who has worked for some time with the Newfoundland Broadcasting Company, holds his Bachelor of Arts degree from Fordham University. In his new position, he will oversee the work of the Adult Education Centre in St John's, and the various institutional classes operated by the former Adult Education Division. He will also be responsible for promoting and establishing night schools at various centres throughout Newfoundland and Labrador.

• Mr R. L. Stutt, Regina, the superintendent of the Saskatchewan Wheat Pool's country organization department since 1945, has retired after serving the Pool elevators for twenty-nine years. Mr Stutt has been replaced in that position by John D. Stratychuk of Regina, the assistant superintendent, and a fieldman with the Pool since 1927. Among other important positions, Mr Stutt served on the National Council of the CAAE and represented the Association on the National Board of Farm Radio Forum.

• Mr Arthur Knowles has been appointed to the staff, Department of University Extension, University of Toronto, as Assistant to the Director (in Television). Before joining the Extension Department, Mr Knowles was Program Supervisor, Canadian Program Division, National Film Board, Montreal.

• Mr Douglas Hamlin has been appointed Executive Secretary, Canadian Institute on Public Affairs, succeeding Miss Catharine McLean. Mr Hamlin is a graduate in Modern History (University of Toronto, 1955) and holds a M.Sc (Econ.) from the University of London (1959), where he specialized in international relations. From 1955 to 1957, he was on the staff of the Investment Department, Sun Life Assurance Company, Montreal.

• Miss Sheila Stiven of Dundee, Scotland, has been appointed to the post of Craft Consultant for the Saskatchewan Arts Board. She will work throughout the province on a full-time basis. Her activities will include giving instruction, advice and information on craft work, the promotion of handicraft festivals, lecturing and organization of the general handicraft program of the Saskatchewan Arts Board. Miss Stiven, an expert in a variety of crafts, has taught in various schools, including an institution for deaf children and a school for student nurses. She was also a lecturer in embroidery technique at Dundee College of Art.

EXTENSION HIGHLIGHTS IN ALBERTA

• Last March, reports Duncan Campbell, Director of University Extension, University of Alberta, twenty-five top farm leaders of the Western

Canadian farm organizations accepted an invitation from the University of Alberta to meet for a week-long conference at Banff. Its purpose was to provide these farm leaders with the opportunity of meeting on neutral ground to discuss agricultural problems, not from the point of view of personal or organizational prejudice, but in terms of facts. Here was a group of the most influential people in Canadian agriculture, including the Minister and a representative of the United States Department of Agriculture, sitting down together to discuss problems of agricultural economics, of sociological change and human relations with the most skilful consultants the continent provides . . . This is only one of five similar levels of leadership training in which three hundred rural folk are involved in University residential courses.

- More and more the University Extension Department is invited by professional organizations chiefly, to arrange programs at a very high or post-graduate level . . . for example, the week-long course Air Photo Interpretation for civil engineers arranged, with the advice of the Department of Civil Engineering, for forty-five graduate engineers drawn from across Canada. This course was instructed by Dr J. D. Mollard, who, our own engineering faculty feels, is the foremost practitioner on this continent . . .
- I view the work of the Extension Library as the foundation on which all our work is built. In course work at rural centres . . . supplementary reading is provided . . . and students are encouraged to regard their work in these courses simply as a prelude to a reading program through which they will master the subject and make it their own. Six hundred box libraries were sent out to rural community groups this year and circulation generally stands at an all-time high of 152,000, an increase of twenty-four per cent over last year . . . Quite apart from the Library's obvious service, in an efficient and quiet way, it has many steadfast friends for the University . . . The work of the twenty-five Community Art Classes currently operating in the province exhibits a strength, vigour and skill which is admirable. This is all the more striking when one realizes that this work has been done by farmers, farmers' wives, the elevator agent, the clerk in the hardware store, the town doctor and others in communities such as Athabasca, Bashaw, Castor, Edson, Nanton, Ralston, Sedgewick, Vulcan and other small centres. This work has been described by critics at the Canadian National Exhibition as the best amateur work being done in Canada.
- The Public Administration Training Division, a new division in Extension, was set up last year in response to a request coming from the Municipal Secretaries, the Assessing Officers, the Union of Alberta Municipalities, and the Department of Municipal Affairs. Initially, the

purpose of the Division was to provide training courses for municipal secretaries and municipal assessors . . . A three-year certificate course in each of municipal administration and municipal assessment has been set up within this program, the over-all guidance for which comes from an advisory committee drawn from each of these important Alberta organizations. Currently, there are 300 assessors, municipal secretaries and councillors enrolled in the program in the first and second years . . . Training is provided in three stages: first by the provision of a first-class set of notes, materials and texts prepared by experts in the field, followed each three weeks of the term by a series of field seminars, under the guidance of the lecturer in Public Administration or other experts in the field. There are thirteen of these seminar points across the province, including Medicine Hat, Taber, Lethbridge, Crowsnest Pass, Three Hills, Grande Prairie and other points. The concluding step in the annual program is a spring conference at which the work of the entire term is reviewed with the students. The importance of this training I can emphasize by pointing out that the municipal budget in a town such as Vulcan in 1958, for example, was a million and a half dollars. Even in these inflationary days, this is a good deal of money . . . and more than a middling skill is required to spend it wisely . . . The measure of public confidence in government is a direct reflection of skill in the handling of government affairs, whether at the federal, provincial, or local level. This program, in a very real sense, is a valuable training for citizenship.

- . . . In the meantime, at the request of major city governments, we are preparing a program for city administrators, a correspondence course in municipal accounting, which is being developed by our own Department of Accounting in consultation with practising chartered accountants . . . Just this week the School Trustees Association has invited us to explore a training program for its members and School Board secretaries . . . there is active support for this work, both from the sponsoring organizations and the government alike.
- Coincident with the opening of the new buildings in Calgary, we are proposing to place a number of our staff on an experimental basis in Calgary to facilitate and stimulate the program we are carrying on there. We are not considering this as a second department . . . but a strong right arm in the southern areas of the province.

NEW PROJECT IN ALBERTA

'Farmers' Union and Co-operative Development Association' has been selected as the name for the new Alberta organization to conduct education and training in citizenship, leadership and co-operation.

Over forty names had been submitted from interested persons

throughout Alberta and Saskatchewan. The name chosen came from two suggestions, one by Mr Walter Hebert of Villeneuve, and the other by the Alberta Wheat Pool Public Relations staff. The name was picked by the Advisory Committee meeting in Edmonton last November. The Director, Floyd F. Griesbach, has already launched the first project which involved the locals of the Farmers' Union of Alberta in a discussion of the new service.

The new association will be guided by a Policy Committee composed of the senior official of each member organization. Present members are J. E. Brownlee, president, United Grain Growers; George Church, president, UFA Co-op Ltd.; Ed Nelson, president, Farmers' Union of Alberta; James Wood, president, Central Alberta Dairy Pool; Breen Melvin, secretary, Co-op Fire & Casualty; Gordon Harrold, president, Alberta Wheat Pool; C. P. Hayes, president, Alberta Livestock Co-op; Russel Love, president, Alberta Co-op Wholesale Association. Ed Nelson was elected chairman of the committee which will meet annually to set up budget and policy.

An Advisory Committee meets quarterly with the Director on matters relating to the program. Present members are Wilf Hoppins (U.FA Co-op), chairman; Allan Gibson (Wheat Pool), secretary; Pat Ryan (ACWA), George Winkelaar (ALC), Roy Halen (Co-op Fire), Jim Wood (CADP), Clare Anderson (FUA), Frank Allison (UGG), Duncan Campbell, Director of Extension, University of Alberta, and J. R. McFall, secretary, Alberta Federation of Agriculture.

Projects until the end of January will include a follow-up program for the participants of the annual Banff Short Course on Leadership Techniques which was held early in November, and a workshop for provincial directors and delegates of member organizations. The address of the service is:
Farmers' Union and Co-operative Development Association,
9934 - 106 Street, Edmonton, Alberta.

COMING UP

From UBC, Gordon Selman writes of ventures in the New Year.

'1. Our submission to the B.C. Royal Commission on Education will be off the presses soon, followed a couple of weeks later by a good paper on broadcasting in Canada which Al Thomas delivered to the Vancouver Institute last fall.

2. The B.C. "branch" of the CAAE, the Extension Department and the Vancouver Institute are co-sponsoring a public address by Dr Andrew Stewart on broadcasting policy when he is here for the Vancouver hearings in January. Address will be January 23 – *The Preservation of a*

National System of Broadcasting.

3. At the time of the Annual Meeting of the UNESCO Commission in Vancouver (March 30 and 31, 1960) we are organizing a regional conference on UNESCO at International House, U.B.C. (March 31 and April 1 and 2).

4. We are working on a consumers' conference based on the Price Spreads Commission findings, tentatively set for May.

5. We have settled on a seminar on Central Africa as the main feature of *Summer School on Public Affairs.*'

PUBLIC SCHOOL BOARDS AND ADULT EDUCATION

- How far should a school board go in attempting to meet the needs of the community in continuing or adult education?
- What is the extent of a board's responsibility in sponsoring courses for adults and in housing courses under other sponsorship?
- What kind of activities for adults may be considered to fall more within the school board's sphere of operations than others?
- How shall a board organize and finance adult activities?

Twenty-eight persons, including school trustees and employed officials from nine urban school systems in Ontario, met in Toronto, November 6, 1959, for a one-day conference with representatives of the Secondary Education Branch and the Community Programmes Branch of the Ontario Department of Education and with officials from Halifax, Regina, and Vancouver, to hammer out answers to these questions. The CAAE acted as sponsor of the Conference and the program was planned in co-operation with the Community Programmes Branch and the Ontario College of Education. Dr. Bert Wales reported on the *Adult Education Activities of the Vancouver School Board;* Mr Daniel S. Mewhort, Co-ordinator of Auxiliary Services, Toronto Board of Education, reported on *Impressions of Adult Education Activities and Organization in Selected School Systems in the United States*; and Mr Ken Young, Director of Community Programmes, Ontario Department of Education presented a *Report of Sessions at the Canadian Education Association 1959 Convention on Adult Education under Provincial and Municipal Auspices.*

After describing the adult education program of the Vancouver School Board (which has had a full-time adult education director since 1949), Dr Wales suggested three criteria for successful programs of adult education under school board auspices; (1) The local board must recognize a responsibility for, and be an enthusiastic supporter of, adult education; (2) A full-time director, free to make adult education activities his central concern rather than his second- or third-priority interest, is essential; (3) The director must work in close co-operation

with other community agencies.

Mr Mewhort, who had just returned from a three-month study tour of adult education programs under school board auspices in thirty-five American centres, stressed the following points, which will be discussed in detail in a report to be published soon: (1) in the adult population *absolute* illiteracy is rare, but *functional* illiteracy is alarmingly common; (2) A far-reaching need for counselling services exists in education programs for adults; (3) The necessity for developing procedures, practices and methods in keeping with adult needs, interests, and attitudes.

In summarizing the recent CEA Conference, Mr Young, Director of Community Programmes, Ontario Department of Education, emphasized (1) that education is a life-long process; (2) that education is vitally important in our time. He felt that school boards, in this context, faced a tremendous responsibility in continuing education, far beyond the excellent work many were already doing for adults.

The following discussion stressed these points: (1) it would become increasingly necessary for school boards to appoint an official or officials, whose prime responsibility would be the organization of adult education; (2) the need to prepare staff for teaching *adults* (the successful teacher of children may not automatically be suitable as a teacher of adults); (3) a comprehensive survey of what is now being accomplished in adult education through Ontario school boards, as a guide to future developments.

PLANNING FOR 1962

The Canadian Conference on Education has already begun to plan for the second national conference to be held in Toronto sometime in 1962. Meeting at the Guild Inn, Toronto, on November 20 and 21, 1959, university presidents, professional educators, teachers, school trustees, representatives of business and labour considered topics deserving attention. This group did not attempt to reach conclusions; and no decisions were made, as the final selection of topics will be the responsibility of the Executive and the National Committee of the Conference. Six broad themes were suggested.

1. The aims of education in a free society, with reference to social rights and duties, liberal and professional education, and similar points.
2. The professional status of teachers, involving their freedom, training and professional organizations.
3. The development of student potential, with reference to equality of opportunity, urban and rural education, drop-outs, student aid and post-high school education, including universities.
4. New developments in society affecting education, such as mass media

– television, radio, movies, magazines and newspapers – family migration and other changes.

5. Financing of education at all levels.
6. Continuing education, including evening classes, education in business and industry, special institutions, museums, libraries, adult education, church, farm and labour educational activities, and citizenship and leadership training.

Adult educators, of course, will be particularly encouraged by the emphasis on their field in item 6, as many felt that the 1958 Conference did not cover continuing education adequately.

SECOND AMERICAN FILM FESTIVAL

On April 20-23, 1960, at Barbizon Plaza Hotel in New York City, the Educational Film Library Association will sponsor the second American Film Festival. The first Festival, held in New York on April 1-4, 1959, attracted over 500 entries in competition for Blue Ribbon Awards in thirty different categories. The Festival was so successful in providing recognition for outstanding film-making in the 16mm and non-theatrical field that both producers and the users of film have urged EFLA to make the Festival an annual affair. As a producer, sponsor, or distributor of 16mm films or film-strips, you are invited to enter your productions in the 1960 American Film Festival. Full information may be had by writing Educational Film Library Association, 250 West 57th Street, New York 19.

SECOND CONFERENCE ON PLANNING FOR 1967

The second *Conference on Planning for 1967* will be held Thursday evening and all day Friday (February 11-12, 1960) in Montreal. (This meeting will coincide with the winter session of the Joint Planning Commission in Montreal on February 11). The Planning Conference will report on the survey of present planning by organizations; present the experience of one of the Western Provinces; discuss what national or other information centre or centres may be desirable; and make further suggestions on ways of observing and celebrating this important anniversary.

RESEARCH FELLOWSHIPS

The University of Alberta in conjunction with the Carnegie Corporation of New York announces four research fellowships each of a value of $2500 for graduate study in educational psychology during the intra-mural year of 1960-61 at the University of Alberta. The fellowships will be awarded on the basis of academic and professional achievement, and will be used

to finance graduate study leading to the M.Ed. or Ph.D. degree. Information concerning the programs for these degrees may be obtained from the Chairman, Division of Educational Psychology, Faculty of Education. Applications accompanied by transcripts of academic record and the names of three suitable references should be sent before March 1, 1960, to the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton, Alberta.

UNESCO TRAVEL GRANTS

Long-distance travel grants have been authorized by the General Conference of UNESCO at its tenth session for students and young people belonging to international youth and student organizations having consultative status with UNESCO or their national affiliates. The purpose of the grants is to enable the recipients to take part in educational projects closely related to UNESCO's program. Through them, youth leaders may obtain international experience, in countries distant from their own, which will contribute not only to their own broader education but increase the effectiveness of their work among the youth of their own countries.

Further information about these grants may be obtained from the Canadian National Commission for UNESCO, 140 Wellington Street, Ottawa.

BRITISH UNIVERSITY SUMMER SCHOOLS

For 1960 four Summer Schools are offered under a joint program at Oxford, Stratford-upon-Avon and at the two capital cities of London and Edinburgh. The program offers a choice of subjects and periods that may appropriately be studied at the Universities concerned. At Stratford-upon-Avon the Summer School will be on Shakespeare and Elizabethan drama; in London the course will use the special material for study of the seventeenth and eighteenth centuries preserved in London's buildings, galleries and records; at Oxford the subject will be English history, literature and the arts from 1870 to the present day. The theme of the Edinburgh School, arranged jointly by the four Scottish Universities, will be the political and economic history, philosophy and literature of Britain in its wider European context, from 1559 to 1789. The courses are designed for graduate students, including teachers in universities and schools, and for undergraduate students in their last two years at a university. The number of places at each school is restricted and, if it is necessary, preference in selection is given to graduates and those in their final year of a degree course at the time of application. An important aspect will be tutorial work in small groups, each under the supervision

of a university teacher. Complete information about the Summer Schools may be obtained from the Canadian Universities Foundation, 77 Metcalfe Street, Ottawa 4, Ontario.

'BACK TO SCHOOL FOR H&S'

'Home and School' leaders of the province went back to college last week, and their curriculum was serious and intensive, and without frills. School lasted from 9 a.m. when the bus picked up the erstwhile students from the comfortable motel in which they were billeted, until 9 p.m., with luncheon breaks.

The H. and S. Leadership Training Institute was a new venture for the Ontario federation and is a project that has been under consideration for a year. Key personnel of the Ontario Agricultural College and the Community Programs Branch of the Department of Education conducted the course, and directors of the extension departments of Queen's University, Dr H. W. Curran, and the University of Western Ontario, S. F. Maine, also participated.

The institute was a pilot project, which it is hoped to repeat at various universities of the province. The federation's proposed plan is eventually to cover Ontario with these institutes, which are the result of the recognized need for leadership. A year's reading assignments follow the course and a diploma of leadership will be given those who qualify.

Reading assigned those who attended the institute at O A C include five books by Dr Cecil Collins . . . of the Canadian Education Association on Canadian Education; The Structure and Aims of Education by the late Dr J. C. Althouse and five brochures on such subjects as How to Lead Discussions; Planning Better Programs; Understanding How Groups Work; Training Group Leaders; Streamlining Parliamentary Procedure, and the choice of one of three prescribed books on leadership.

Kenneth Young, director of the Community Programs Branch, Department of Education, and Dr N. H. High, director of extension at O A C, conducted the course.

As part of the course, members attended the meeting of the Guelph Home and School Council, at which Mrs T. M. Weatherhead, president of the Ontario federation, spoke on the Canadian Conference on Education, to which she was a delegate. Mrs W. E. Barnicke, Toronto, the federation's leadership training chairman, spoke on her department's work.

Others from Toronto who attended the institute were Mrs W. H. Crown, secretary; Mrs Fred Archer, a vice-president of the federation, and Mrs Eric Westheuser. *(Toronto Globe and Mail, Dec. 1, 1959)*

BOOKS AND CULTURE FOR NEW CANADIANS

A study of the reading and general cultural needs of the thousands of newcomers to Toronto whose mother tongue is other than English is being launched immediately by the Toronto Public Library Board, with the co-operation of the Citizenship Branch of the Department of Citizenship and Immigration, the Toronto Board of Education and the Social Planning Council.

Andrew Kapos, M.A., Ph.D., a social psychologist who has specialized in inter-group relations, has been appointed to conduct the survey. He will be assisted by a group of interviewers speaking several languages who will call on a cross-section of Toronto residents, both newcomers and their Canadian-born neighbours, in their homes.

The main purpose of the interviews will be to find out from the newcomers themselves what they feel they need to help them carry out their cultural and educational aspirations.

In the Toronto area it is estimated there are now some 300,000 residents whose mother tongue is not English. Thus it has become vitally important for all the educational public services, including the public libraries, to have more accurate information about the needs of the many foreign language groups they serve.

The survey will seek to discover the needs of users of the library both for English and non-English books. Without such a survey it would be extremely difficult to gauge exactly how far the libraries are meeting the real needs of a considerable portion of Toronto's residents and taxpayers.

Dr. Kapos will make his headquarters during the survey at the Foreign Literature Centre, at the Queen and Lisgar Branch of the Toronto Public Libraries, 1115 Queen Street West.

THE FAMILY WINS!

Canadian universities had 120,923 adults enrolled last term, with family life education the most popular subject.

The Bureau of Statistics reported today that the University of Ottawa's family life courses with enrolment of 16,395, including correspondence students, had the largest enrolment of any subject reported by 37 universities and colleges.

The Bureau said 32,199 adults studied courses leading towards a degree or diploma, 72.2 per cent taking arts and science courses. Another 88,554 were in non-credit courses, 43.9 percent of them in professional training or refresher courses.

Public lectures sponsored by universities drew 238,000 people and other activities such as film showings and dramatic and musical perform-

ances reached audiences of 743,000.

Women made up about 45 per cent of those in credit courses and 43 per cent of non-credit enrolment. *(The Ottawa Journal, Nov. 27, 1959)*

LOOKING FOR A CONFERENCE SITE?

Murray B. Shantz, Executive Secretary, Geneva Park (the National Council YMCA Conference and Leadership Training Centre on Lake Couchiching near Orillia, Ontario) reminds the adult education constituency that this important site provides comfortable quarters for week-end groups from May 1 to October 31, *in addition* to the regular summer session. Conference bookings are now being made for the summer months, as well as weekends before and after the holiday period. Last year, the Park installed gas heating and several major building projects are underway this winter. For further information about rates and bookings, please contact Mr Shantz at the above address.

UNESCO ART SLIDES

A special collection of colour slides of works of art has been prepared by UNESCO to complement the Major Project on Mutual Appreciation of Eastern and Western Cultural Values and the great periods of art covered by the UNESCO World Art Series albums. Specially designed for use by non-specialists, while being of value to students, teachers, and lecturers, each series is composed of thirty framed colour slides (5 x 5cms) in a plastic box with space for additional slides and is accompanied by an explanatory booklet, with text and captions in French, English and Spanish. The first four series include: Egypt (paintings from tombs and temples); Yugoslavia (mediaeval frescoes); India (paintings from Ajanta Caves); Iran (Persian miniatures). Each series is available to educational and cultural institutions at the special price of $6.50 U.S. and to the general public at $8.00 U.S. Orders should be placed directly with the distributors, *Publications Filmées d'Art et d'Histoire*, 11, rue Carves, Montrouge, (Seine) France. Sample sets may be seen at the Canadian National Commission for UNESCO, 140 Wellington Street, Ottawa.

ANOTHER SASKATCHEWAN 'FIRST'

Plans are afoot to set up North America's first Centre for Northern Studies at the University of Saskatchewan. A committee of university faculty members has been formed to consider detailed proposals. The aim of the Centre would be 'to foster northern studies that would advance knowledge and aid northern development.' Typical problems for investigation are:

- Techniques and methods of construction in very cold areas . . .
- Community planning for northern centres . . .
- Cultural integration of indigeneous peoples . . .
- Biological problems, such as insect control
- Crop, vegetable, and garden problems in areas of short growing periods

The centre would study primarily the sub-Arctic, the northern half of Saskatchewan spilling over into the Northwest Territories, and the neighbouring provinces.

WESTERN CANADIANA CLUB

An enterprising project growing out of a genuine wish to perpetuate the stories and flavour of the early West is doing fine work in Edmonton at the present time. The Institute of Applied Art Ltd., educational publishers, have for many years been turning out a considerable amount of educational material on a commercial scale. In the last ten years their work has expanded to include many locally written accounts of noteworthy historical events and characters. To reduce the risks involved in marketing books of this nature, the Western Canadiana Club has been formed. This consists of a group of public-spirited Alberta citizens who have voluntarily undertaken to purchase yearly two such books.

Mr Clarence Richards, former high school teacher, is the head of the organization, and editor of the press. His aim, as stated in the catalogue, is 'to encourage authors to collect facts about the growth of the West and make it possible not only for our young people now growing up but also for newcomers to the West to learn how this country came to be as it is today.'

The catalogue contains the following list of books:

Eye Opener Bob by Grant MacEwan.
Vice-Regal Cowboy, the biography of Alberta's present Lieutenant Governor, Dr J. J. Bowlen, by A. W. (Tony) Cashman.
Blankets and Beads by James G. MacGregor.
The Land of Twelve-Foot Davis by James G. MacGregor.
The Whoop-Up Trail by Gerald L. Berry.
Behold the Shining Mountains by James G. MacGregor.
First in the West (the story of Henry Kelsey) by James W. Whillans.
The Edmonton Story by A. W. (Tony) Cashman.
More Edmonton Stories by A. W. (Tony) Cashman.
Calgary Cavalcade – From Fort to Fortune by Grant MacEwan.

B. V. CORMACK

IS BUSINESS RESHAPING SOCIETY ?

The sixth annual Couchiching Winter Conference discusses this theme, February 19-20-21, 1960, at the Ontario College of Education, Bloor Street at Spadina Avenue, Toronto.

- The Conference is sponsored jointly by The Canadian Institute on Public Affairs and the Canadian Broadcasting Corporation.
- The theme considers the new social climate in which business operates today. What effect have the changes of the last fifty years had on business ; depression, war, increasing Government intervention and regulation ; the introduction and expansion of social security benefits ; the growing power of organized Labour ; technological change and urbanization ; the economic cold war ?
- The purpose of the 1960 Couchiching Winter Conference is to examine and analyze the enterprise system in the light of these changes. What has actually happened ? What are the attitudes and expectations of the public ? How has Business reacted ? How do Businessmen see their role and function in the present and in the future?
- There will be four plenary sessions (telecast and/or broadcast in part) which will deal with the following topics : *The Subtle Revolution* – the Interplay of Business and Society ; *Inside Business* – The Public Image and the Actual Operation; *How Free Enterprise ?* – The Pressures from Outside ; *Business Tomorrow* – New Forces, New Response ?
- Speakers will include : Adolf A. Berle, Jr., practising lawyer and professor of Corporation Law, Columbia University ; Herbert H. Lank, President, Dupont Company of Canada, Ltd.; Pierre Berton ; Stanley Knowles ; Earl D. Macphee.
- Discussion Groups will deal with a variety of aspects of the main theme such as the problem of 'giantism', the influence of the consumer, the relationship between business and government, etc.
- Registration includes admission to all the plenary sessions, participation in the discussion groups, and a copy of the report. Members' tickets $7.50 ; non-members $10.00 ; student tickets $4.00 (includes plenary sessions and certain groups only).

THE CANADIAN INSTITUTE ON PUBLIC AFFAIRS
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